

## Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	<b>Standard:</b> RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p><u>Questions to Focus Learning</u></p> <p>How do readers use the text to support their critical understanding/analysis of a text?</p> <p>Informational text analysis needs to be supported by explicit information in the text, as well as inferences the reader draws from the text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know citing textual evidence means quoting or paraphrasing informational text to justify an argument or claim.  I know when I analyze a text I must provide textual evidence.  I know when I infer I use knowledge gained from multiple sources together with clues from the text.  I know explicit information and ideas are directly stated in the text.  I know implicit information and ideas are not directly stated in the text.</p> <p><i>Reasoning Targets</i></p> <p>I can draw conclusions about what a text is saying, explicitly and implicitly.  I can make inferences based on implicit knowledge gained from a text.  I can determine which piece(s) of explicit and implicit textual evidence will support my analysis of the text.</p>

### Vocabulary

analysis  
argument  
claim  
cite/citation  
explicit  
implicit  
infer/inference  
paraphrase  
textual evidence

### Teacher Tips

[Making Inferences](#) - A graphic organizer.

[Making Inferences](#) - Another great graphic organizer.

[Literary Non-Fiction in the Classroom](#) - A video that offers opportunities for students to delve more deeply into more varied texts.

[Campaigning for Fair Use: Public Service Announcements on Copyright Awareness](#) - This multi-media unit introduces students to fair use and copyright rules. After evaluating their personal usage of text and media, students research actual laws using kid-friendly Internet sites that explain intellectual property rights.

[Compare and Contrast Electronic Text with Traditionally Printed Text](#) - During this lesson, students compare and contrast the characteristics of electronic text with traditionally printed text, gaining a deeper understanding of how to navigate and comprehend information found on the Internet.

[Dynamic Duo Text Talks: Examining the Content of Internet Sites](#) - This introductory lesson from ReadWriteThink exposes students to a variety of online texts about Anne Frank and the Holocaust prior to more extensive study of these topics.

[Using the Check and Line Method to Enhance Reading Comprehension](#) - This ReadWriteThink lesson is intended to uncover the underlying principle that careful monitoring of textual reading assignments can significantly increase comprehension and retention of the information.

The following CCSS correlated resources are from ReadWorks.org:

[Home of the Brave 6th Grade Unit: Lesson 2: Experience and Perspective](#)  
[Keeping the Night Watch and Chess Rumble 6th Grade Unit: Lesson 2: Experience and Perspective](#)  
[Rosa Parks: My Story 6th Grade Unit: Lesson 1: What are the Main Ideas?](#)  
[Rosa Parks: My Story 6th Grade Unit: Lesson 2: Pictures Talk](#)  
[Rosa Parks: My Story 6th Grade Unit: Lesson 3: What's the Author's Purpose?](#)  
[Rosa Parks: My Story 6th Grade Unit: Lesson 4: Fact and Opinion](#)  
[The Lost Garden 6th Grade Unit: Lesson 1: What are the Main Ideas?](#)  
[The Lost Garden 6th Grade Unit: Lesson 2: Pictures, Photographs, and Captions](#)  
[The Lost Garden 6th Grade Unit: Lesson 3: What's the Author's Purpose?](#)

#### Vertical Progression

RI.K.1 - With prompting and support, ask and answer questions about key details in a text.  
RI.1.1 - Ask and answer questions about key details in a text.  
RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.6.1](#)